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ABSTRACT

The nine papers presented at this one day conference are: (1) "Salary Position Paper"; "Peer Evaluation of Librarians"; (3) "Tenure for UC Librarians"; (4) "Grievance, Appeal, and Review Procedures"; (5) "Workload Requirements"; (6) "Sabbatical and Other Leaves, and Access to Grants, Fellowships, and Research Funds"; (7) "Staff Composition"; (8) "Notes for Discussion of Academic Senate Membership and Faculty Rank for UCLA Professional Librarians"; and (9) "What Happens to the Incumbent Professional Librarian When Faculty Status is achieved?" The appendices contain: (1) Position Paper on Status and Benefits for Librarians in California's Colleges and Universities, Ad Hoc Committee on Academic Status, College, University and Research Library Section, CLA; (2) Final Report, Librarians Association Ad Hoc Committee on Evaluation, Promotion and Appointment Procedures; and (3) Report of the Ad Hoc Committee on the Obligations of Librarians at UCLA. (Author/NH)

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GOALS FOR UCLA LIBRARIANS

Papers presented at a conference
held on February 1, 1969,
under the sponsorship of the
UCLA Librarians Association

Edited by

Marcia Endore

LI 002 688

Librarians Association
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FOREWORD

On February 1, 1969, the UCLA Librarians Association held a Conference on Goals, at which the papers gathered here were presented. This Conference was an important step in our continuing attempt to define in specific and local terms what academic status can mean to librarians at UCLA, and we are publishing the papers now primarily to make them available to our membership as a basis for future discussion and action.

The UCLA Librarians Association came into being in the course of 1967, as librarians found themselves increasingly aware that they needed a representative voice to speak for their interests in the University community. In response to general pressures of unrest, consideration was being given on a statewide level to providing new opportunities for participation in University affairs for all non-Senate academic personnel, among them librarians; and recommendations were pending affecting librarians which they had no part in formulating. It became readily apparent that, unless librarians were willing to have their affairs settled for them, it was incumbent upon them to band together and to agree upon common goals which as a group they could work to see realized. At UCLA a set of By-laws for a Librarians Association was drawn up and overwhelmingly approved on September 26, 1967. Shortly thereafter official recognition was received from the Chancellor's Office, assuring effective lines of communication with the campus administration. Similar organizations were being formed by librarians on other campuses of the University, and an amendment to the UCLA By-laws was adopted to allow our campus body to function as a division of a Statewide Assembly.

A principal concern of the UCLA Librarians Association has been to develop a comprehensive position paper which can state in our own terms the goals toward which our membership is agreed we must move in order to achieve our full potential within the academic community. As an interim step the Association endorsed the Position Paper on Status and Benefits for Librarians in California's Colleges and Universities (reproduced as Appendix I to this publication), which was adopted on June 27, 1967, by the Ad Hoc Committee on Academic Status of the California Library Association's College, University, and Research Library Section. This paper lists ten areas in which changes must be brought about if academic status is to become a reality for us, and adds an eleventh point concerning the effect of such changes on those currently employed. The statement is, however, both too brief and too generalized to have real meaning for our local situation.

It was decided, therefore, that the Association should sponsor a Conference on Goals, at which a series of papers would amplify the points of the CLA Position Paper in the UCLA context. Marcia Endore undertook to organize this Conference, which was scheduled for a full day on Saturday, February 1, 1969. With some combining of the original topics (points I

and X, and III and IV were logically paired), nine papers were needed, and Miss Endore recruited eight other librarians to join her in preparing them. On the morning of February 1 the papers were presented to a gratifyingly large and appreciative audience, which in the afternoon broke into discussion groups for lively consideration of their contents. We came away enormously stimulated, and warmly proud of the level of excellence of the papers our colleagues had produced. The Association, already deeply indebted to Marcia Endore for organizing the Conference, proceeded to ask her to see its papers into print. This she has now done, earning our heartiest gratitude. A few of the papers, as prepared for publication, differ slightly from their February presentation, as some were then given from outlines and notes, and others were amplified by unrecorded extemporaneous remarks. The present versions, however, succeed very well in putting on record the actual proceedings of the day.

In the weeks following the Conference on Goals it seemed clear to us that our first efforts had of necessity to be concentrated on accomplishing the transfer of the professional librarian classes at UCLA to the jurisdiction of the Academic Personnel Office. Although librarians at UCLA were designated as "academic" in 1962, their appointments, promotions, and reclassifications had continued to be processed by the Non-Academic Personnel Office, and a shift to the Academic jurisdiction was a prerequisite to attempting to effect any of the changes under consideration. Edwin Kaye, who had spoken at the Conference on "Appointments and Promotions," chaired an Ad Hoc Committee on Evaluation, Promotion, and Appointment Procedures which worked indefatigably through the spring to produce a proposal for staff participation in the review process acceptable both to librarians and to the Academic Personnel Office. The final Report of Mr. Kaye's committee (included in this publication as Appendix II) was approved by the Association's membership in July and is now under consideration by the Academic Personnel Office. This, then, is the first of the original nine topics which we have been able to pursue to a tentative conclusion, and our sincere thanks go to Mr. Kaye for his long, sensitive, and successful efforts.

One further inclusion should be noted. In April, President James Mink appointed an ad hoc committee to draft a definition of the obligations of librarians. This committee has put together a thoughtful and heartening statement, which it seems pleasantly appropriate to add here (Appendix III) as the natural counterpoise to the definitions of privileges and benefits to be sought.

In the months ahead we anticipate that this publication will be serving as a point of departure for much of the work of the UCLA Librarians Association. All of the topics dealt with in these papers are ones concerning which we must clarify our thinking and reach a consensus, if our Association is to be able to represent us authoritatively. As we proceed we shall be continuingly grateful to our colleagues who have here focused our attention on the essential issues.

Norah E. Jones, President
UCLA Librarians Association

November 1, 1969

SALARY POSITION PAPER

Johanna E. Tallman

The Basic Framework

It is a common premise that equal jobs merit equal pay. Public employees are usually guaranteed pay equal to that of persons holding similar jobs in industry. Within academic circles it is often more appropriate to compare similar positions in similar academic institutions; the University of California and the California State Colleges, for example, sometimes compare salary structures. Positions within the University should also be on a comparative basis--that is, there should be certain salary relationships between positions in one class and positions in other classes, based on similarities in academic training, professional activities, experience, scholarly contributions, university service, and other pertinent criteria.

Salaries are an integral part of the academic "package" sought by librarians, including such matters as academic status and/or faculty rank, tenure or security of employment, sabbatical or special leaves, time to participate in research, access to research grants and fellowships, and the opportunity to serve on University committees. In fact, the salary scales are the measuring rods by which equivalent status is most readily and most often determined.

However, it would be a false goal if librarians tied themselves too closely to matching their education, scholarship, appointment and promotional procedures, etc., with similar faculty standards in order to achieve the salaries and status they desire. Although academic librarians and faculty members are both involved in the educational processes of the university, each group plays a distinctive role, which should be recognized as equally valid. Some librarians may teach part of the time, but this is not their basic function. Librarians are part of a distinct profession, with all that that word implies. In addition, their chief distinction is their involvement with bibliothecal knowledge, whether it be as catalogers, bibliographers, reference librarians, acquisitions librarians, serials librarians, or documents librarians.

In this connection it might be interesting to consider the recent article by Dr. Raymund F. Wood, Associate Professor, UCLA School of Library Service, in which he discusses the need for a new terminology for librarianship. (California Librarian 29:274-278, October 1968.) Compare the wealth of words available in the medical profession to describe one's specialty. Librarians need some new titles to add distinction and prestige to their profession. Dr. Wood suggests "information analysis specialist" for the cataloger, and "retrieval specialists" for reference librarians, as examples of what could be used. An engineering librarian

could be a "technical bibliologist."

To the extent that librarians are involved in manipulating bibliographical and informational matters, they can be said to be information managers. The following expresses this admirably: "What then is the librarian's unique contribution to the academic life? It seemed to the Committee to be mistaken, as some have argued, to find it in his skill as subject specialist (or at least predominantly there). It is hard to imagine that as such he would not be second-best to the faculty member. And if his claim refers to his skill as a specialist on documents about this subject, such expertise does not appear to be sufficient to justify his demand for recognition as a member of the faculty.

"The Committee concludes that the emphasis must be placed on the librarian's ability to satisfy demands which occur with ever increasing frequency on today's campus--the demands which have to do with the problem of information management in its broadest sense. The group whose professional activity is most closely connected with this area is the totality of academic librarians. The demands have been voiced--if the librarian does not answer, who shall?" (University of Washington Libraries, "Report of the Ad Hoc Committee on the Status of Librarians," October 1968, p. 24.)

The necessarily hierarchical organization of the library requires that many of the academic librarians fill a kind of management function within the context of their bibliothecal activities. As department heads, branch librarians, or unit or section heads, they must be adept at the organizing, planning, supervising, and coordinating of library space, personnel, equipment, acquisitions budgets, and inter-unit cooperation. This requires knowledge of various library functions and certain managerial skills of a high order.

Another function, often overlooked, is that of carrying on a certain amount of internal research and development of library techniques. Many librarians have contributed to the efficiency and organization of library operations by quietly carrying out surveys and statistical analyses, trying out different ways of doing things, combining or eliminating certain steps, developing helpful forms, checking on similar work done elsewhere, rearranging certain work-flow patterns; in fact, doing research on library problems which accrues to the benefit of the University. This kind of research is of practical value, and contributes more, perhaps, than research done merely for the sake of research.

If librarians meet high professional standards and demonstrate ability to contribute to the overall educational process through research, teaching, information storage and retrieval, management, committee work, etc., if they can "show high level of intellectual attainment, are effective participants in academic endeavors, and are concerned for the total education effort of the institution," (Univ. of Washington Report, p. 30), and if the librarians continue their professional development by working for higher degrees, attending special seminars, and taking courses to enhance their value to the university, then they should be considered as equally meriting the salary and other perquisites granted to faculty members. Working Paper 1 (August 1967) proposed that "there should be a high degree of equivalency

between salary administration for faculty and librarians, although not necessarily absolute dollar equivalency at any given point."

This concept of high-level attainment and contribution presupposes two basic auxiliary conditions, neither of which exists to any significant degree at present:

a. Adequate support staff (in terms of both quantity and quality) to do the sub-professional work now done by many librarians because of the lack of such support.

b. Some time free from desk or "office" schedules, in order to pursue the non-routine activities such as teaching, research, or writing for publication.

As long as these auxiliary conditions do not really exist, librarians will not have the opportunity to make the scholarly and academic contributions they can, should, and wish to do. The University can ill afford to pay professionally qualified librarians for doing non-professional work.

Salary Patterns

In order to proceed with specific salary considerations, we must make some further generalizations. In this paper we will concentrate on the relative salary structure of UC librarians within the overall pattern of UC salary policies, with particular concern for the patterns of other academic groups. If librarians can achieve a reasonable salary structure with specific reference to these other groups, they should then also benefit from any salary changes and fringe benefits which accrue to such groups. Comparisons with non-UC salary ranges for academic librarians in other institutions can then be used to substantiate any inequities which remain.

Although the salary scale for librarians need not necessarily have the same bottom to top range as that for faculty members, there should be a similarity in the patterns covering both groups--for example, the number of salary steps in a class, the amount of overlap of steps from one class to another, the total number of steps from bottom to top, the amount of time spent at each step, the percent of increase granted with cost-of-living range adjustments, and the spread of persons of various classes within the total range. Each of these patterns affects the lifetime income of the persons involved. Any major deviation favoring one group only may mean a counter deviation detrimental to another group. (See Figures 1 and 2.)

Recommendations

The statement prepared by the California Library Association reads:

> "Librarians shall receive the same salaries for an academic year as do other faculty members in the same ranks. Where librarians are offered 12 months appointments, their salaries will be adjusted on the same basis as other faculty members."

This statement does not seem to me to be clear. What is meant precisely by an "academic year" (i.e., 9, 11, or 12 months), and what is meant by "same ranks"? And what is a "12 month" appointment?

Unfortunately, the patterns for salaries for the various UC academic classes do not show regular percentage increases. Any pattern for librarians which is based on a percentage increase (such as 4 percent per annum or 6 percent per biennium) would show differences which, on the surface, would appear to allow librarians a quicker increase at certain periods of time than for the other series.

After a great deal of study, we believe that the simple way to achieve some kind of relationship to existing university academic patterns is to utilize one of those patterns and apply it in some way to the Librarian series. It is doubtful that the University administration would grant salaries to librarians equal to the so-called "regular ranks faculty." The "Professional Research Class" is also the same scale as for faculty.

We therefore propose that the Librarian series be placed halfway between the "Specialist" class and the "Regular Ranks Faculty" (11 months). This would provide for a range from $8,662 to $21,332 (1968/69 salary schedules), with no overlapping steps between classes of the series, and would provide a career ladder leveling off in the 25th year of service. (See Figure 2.)

Promotion should be based on the individual's performance rather than being tied to the position occupied by the person, thus eliminating the need for overlapping salary steps.

If the salary range of this proposal is considered to be too high, an alternative proposal is to tie in the Librarian series at the same level as the Specialist series, with the salaries ranging from $7,524 to $18,564.

There is one further problem. The Faculty has different names for the beginning class ("Instructor") and the subsequent classes ("Professor"). Librarians and Specialists do not have a different name for the beginning title. The Specialist class uses "Junior Specialist." Although "junior" is not a popular appellation, it does solve this problem. If the Librarian series were to utilize "Junior Librarian," it would be easier to follow the Faculty pattern and use the Roman numerals for steps rather than for classes. This is also the terminology suggested in Working Paper 2.

We therefore recommend the following titles and steps for the Librarian series:

Academic Salary Schedules, 1968/69, University of California

Regular Ranks Faculty (11 months)		Normal Period at Sal.	Annual $
Instructor		--	9,800
Assistant Professor	I	2 yrs.	11,400
	II	2 yrs.	12,000
	III	2 yrs.	12,700
	IV	--	13,500
Associate Professor	I	2 yrs.	14,300
	II	2 yrs.	15,200
	III	--	16,300
Professor	I	3 yrs.	18,000
	II	3 yrs.	19,800
	III	3 yrs.	22,000
	IV	--	24,100
	V	--	26,300

Specialists (11 months)		Normal Period at Sal.	Annual $
Junior Specialist	I	1 yr.	7,524
	II	1 yr.	8,100
Assistant Specialist	I	2 yrs.	8,940
	II	2 yrs.	9,600
	III	--	10,332
Associate Specialist	I	2 yrs.	11,388
	II	2 yrs.	12,252
	III	2 yrs.	13,164
	IV	--	13,836
Specialist	I	3 yrs.	14,916
	II	3 yrs.	16,404
	III	--	18,564

Proposed Librarian Series (midpoint between Faculty and Specialists)		Normal Period at Sal.	Annual $
Junior Librarian	I	1 yr.	8,662
	II	1 yr.	9,750
Assistant Librarian	I	2 yrs.	10,470
	II	2 yrs.	11,150
	III	--	11,916
Associate Librarian	I	2 yrs.	12,844
	II	2 yrs.	13,726
	III	2 yrs.	14,732
	IV	--	15,918
Librarian	I	3 yrs.	17,358
	II	3 yrs.	19,202
	III	--	21,332

Postscript, August 1969

In August 1969, the UCLA Chancellor's Office announced the new Academic Salary Scales for 1969-70. This document reflects a new policy providing two additional steps for Assistant Professor, two additional steps for Associate Professor, and one additional step for Professor. The new steps for Assistant Professor and Associate Professor overlap the first two steps of the next higher class, except that the salary is $100 less than the corresponding salary in the next class.

The intent of the overlap between the Assistant Professor and Associate Professor steps is to provide for paying a higher salary without granting tenure. For the new Associate Professor steps, the intent is to provide higher salary to those who are not quite ready for the rank of full Professor. In other words, these new steps are to provide a salary solution in exceptional cases. Using extra steps for such purposes is a legitimate use of overlapping salaries. However, overlapping steps for regular promotions are self-defeating, since each range reduces effective promotion by the number of overlapping steps and salaries involved. The new Professor VI step is for unusually distinguished and internationally renowned scholars.

If the proposed Librarian series follows this new trend, the intent of the overlapping steps should be the same as for the faculty, i.e., to provide a salary solution in exceptional cases for persons deemed not quite ready for the higher classes.

The 1969/70 salary scales for Faculty and Specialist classes would provide the following median salaries (lowest and highest) for the proposed Librarian series:

Faculty (11 months)		Specialist Series		Librarian (Proposed)	
Instructor	$10,200	Junior Specialist I	$7,896	Junior Librarian I	$9,148
Professor V	$27,500	Specialist III	$19,488	Librarian III*	$23,494

*Classification and step equivalent to existing Librarian V.

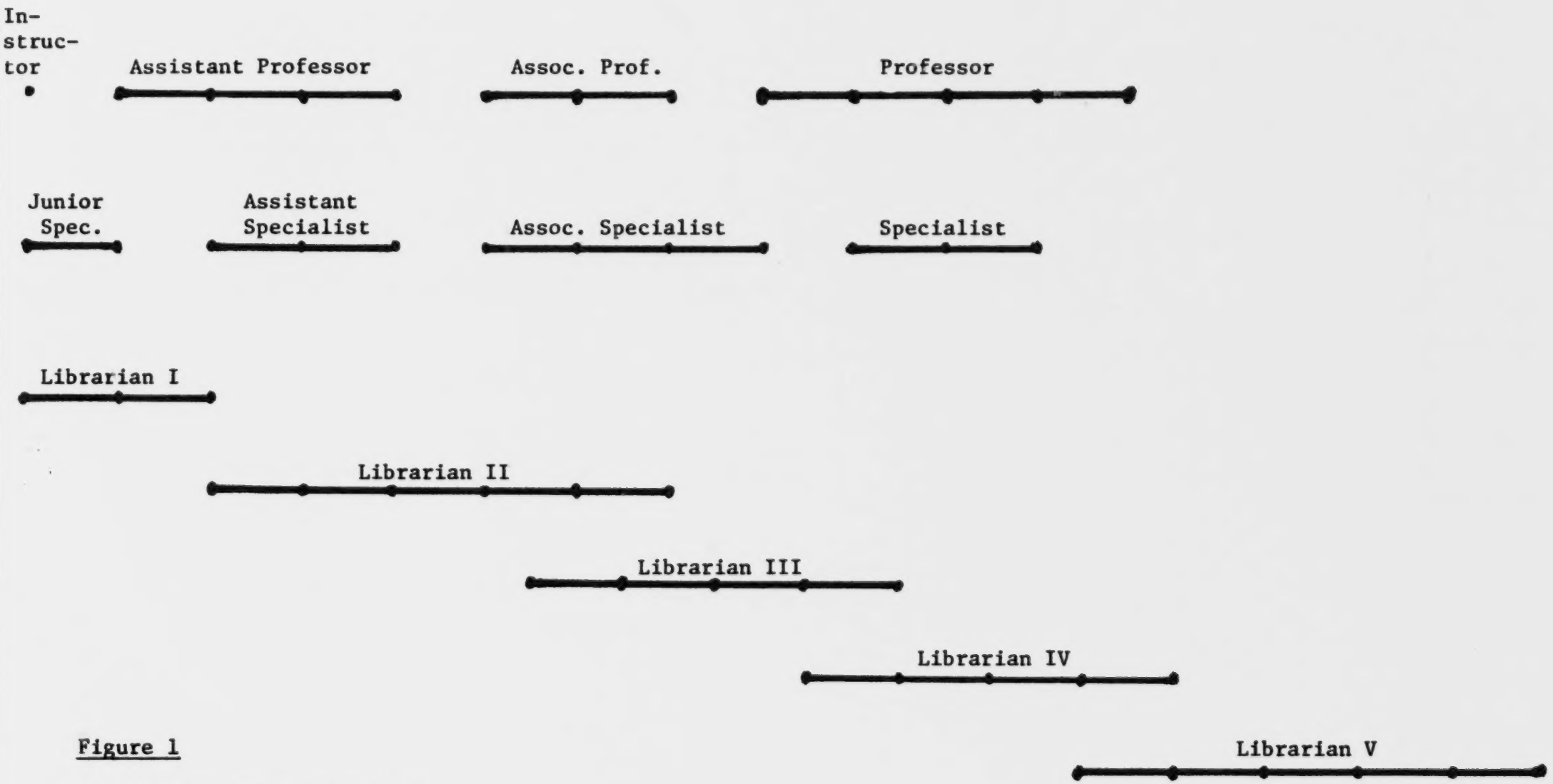

Figure 1

RELATION OF STEPS TO CLASSES

Shows overlap between classes in Librarian Series.

Does not show relationship as to amount of increase between steps, nor normal period of time at any step.

J.E. Tallman
February 1969

11

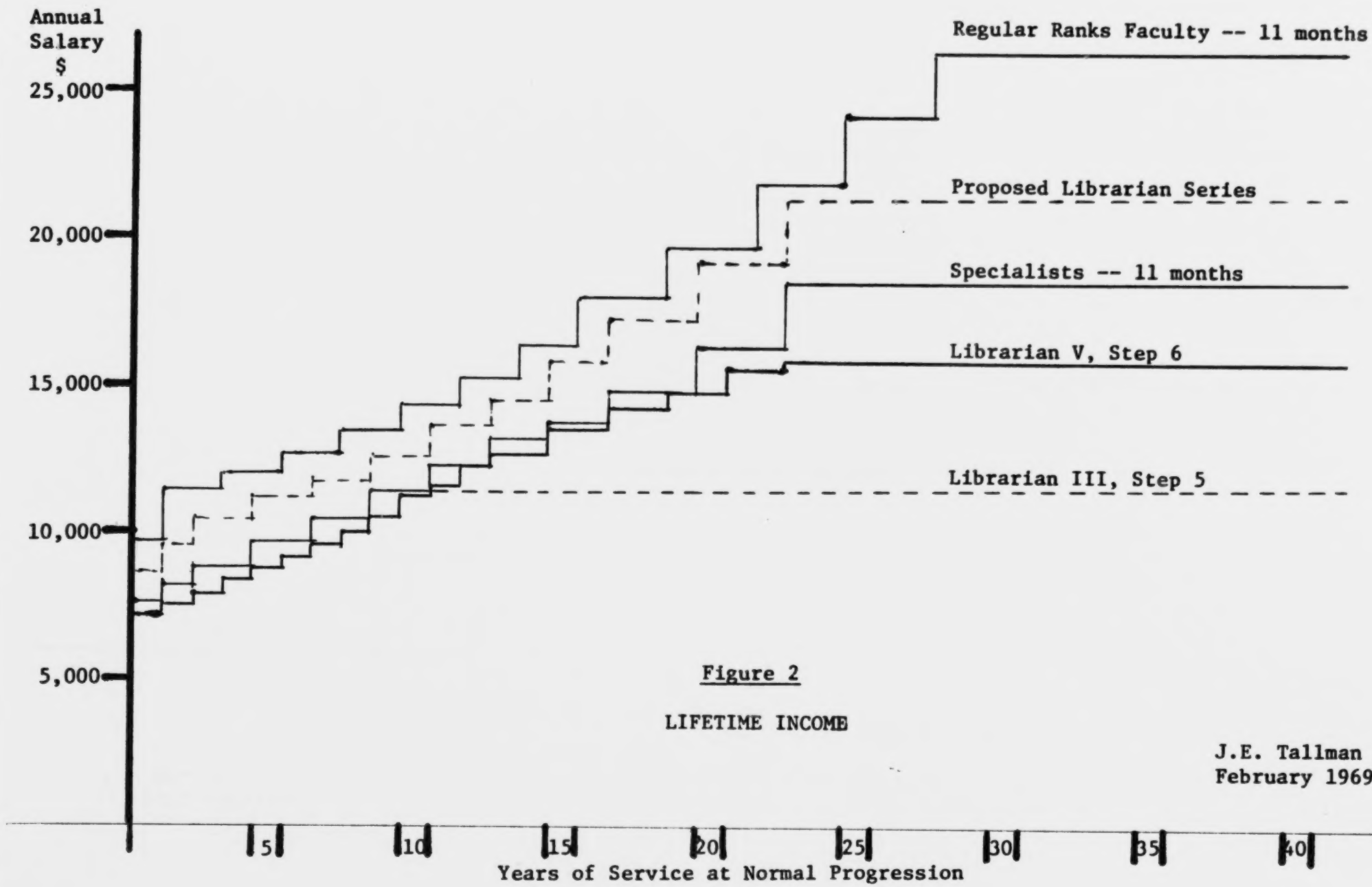

Figure 2

LIFETIME INCOME

J.E. Tallman
February 1969

PEER EVALUATION OF LIBRARIANS

Edwin Kaye

In January 1969 I was appointed by the president of the UCLA Librarians Association to serve as chairman of a committee to produce a new method for the evaluation of staff members for promotion, appointment, and reclassification. The method would have to compatible with the university system of professional academic review, and also be acceptable to the librarians on the staff. It was the job of the committee to bring all of the members of the Association as far as possible into the writing of the new plan. Therefore, instead of presenting the basis for a general wide-ranging discussion, I presented to the Association members some specific proposals in the hope of obtaining the reaction of the members to the suggestions, and beginning a discussion between the committee and the Association members.

The purpose of the meeting today is to learn your opinions. These papers are to provide a common ground upon which you can base further discussions of these questions. In order to develop a useful discussion I have attempted to focus on two specific problems.

First is the question of appointment to the Librarian series of people from outside the Library who are not librarians, i.e., who do not have degrees in library service. The bylaws of the Association specify that each such appointment to the Librarian series should be reviewed by the Association, but no rules or criteria are provided by which such an appointment may be reviewed. I have distributed the following proposed set of criteria which might serve as the basis for an eventual addition to the bylaws to help those who have to look at such appointments and who need some ground for consistent review:

Proposed conditions for the appointment to the Librarian series of persons without the MLS (or equivalent professional librarian's degree) from outside the UCLA Library system:

1. The degree of MLS or equivalent professional librarian's degree is required for appointment to the Librarian class at UCLA.

2. Exceptions are permitted only within the following limitations:

   a. No one shall be appointed to a position supervising librarians who does not have a librarian's degree.

   b. No one shall be appointed to a position requiring an understanding of overall library operations, or of the bibliographic apparatus, who does not have a librarian's degree.

   c. Given appropriate academic background or experience, an applicant with a librarian's degree shall be preferred to one without the degree.

3. Persons without the MLS degree may be appointed to the Librarian series under the following conditions:

   a. If they possess a particular skill, specialty, or area of knowledge, of limited application to the total library operation.

   b. If an attempt has been made to recruit a librarian with the needed skills.

   c. If there is no other series into which the person can be placed.

      1) It is particularly important that persons who can be placed most properly in other series not be employed as librarians. The effect of such a practice would be to add to the Librarian series persons who, for some reason, are not qualified to be employed at the going rate in their own professional series. The presence of many such individuals in the professional ranks of librarians will do harm to the profession, its members, and professional standards.

The second matter I would like your opinion about is concerned with one element of evaluation for promotion and reclassification. I am distributing a proposed set of rules for limiting the kind of material that might be used in evaluation. I have tried to exclude all materials that are not directly job-related. Implied here is the intention that the excluded material not be available at all to those doing the evaluation.

I have not specified that all such material should be kept in a separate file permanently because that would suggest that it be kept, and perhaps such non-work-related files should not be kept at all, however separate and confidential. But this is not our problem today. The suggestion is as follows:

Documentation for evaluation:

1. Only documentation regarding skill and behavior on the job, academic preparation, activities within the profession, and public service shall be available or considered when deciding on reclassification of a member of the staff.

2. Excluded totally from the files used shall be:

   a. All material regarding the personal pre-employment history of the individual except his academic record, publications, and prior job experience unless it is placed in the file at the request of the individual in question, or unless the review is for appointment.

   b. All material on financial status or any financial transactions, including attempts at garnishment, etc.

   c. All medical records.

   d. All records concerning contacts with police or other legal or law enforcement agencies.

e. All records of political activities, unless included at the request of the individual as examples of public service activities.

I would like to sketch in the background for this proposal. As you have observed, Mrs. Tallman has been talking about putting some real meat on the rather bare bones of academic status. We are, in fact, on the way to some achievement in this area. However, a number of elements are involved. One is that if we are to move from the non-academic to the academic personnel procedures, we must adopt something similar to the academic promotion procedures used by the faculty. It is in the nature of a professional group that it should be in control of its own standards. It has been claimed that a professional system of evaluation is not compatible with a hierarchical structure such as that of the Library. However, such a combination occurs at many engineering companies.

One of the strongest reactions among the members of the Association to the suggestion that there be some system of peer evaluation has been concern about the possibility of breaches of confidence on the part of persons who would have access to personal files under such an arrangement. I have chosen this area of concern to discuss, since specific proposals can be offered and discussed without having to decide beforehand what type of overall procedure should be adopted. We are at the very beginning of our consideration of new evaluation procedures, and the less we have to assume now, the better. I would like to ask: what is left out, what is unclear, what should be excluded?

Another matter has been troubling some members of the Association. They fear that a change in evaluation procedure implies a change in criteria for evaluation. Apparently, it means to them that they will be left out of any new developments in the role of the librarian. I do not believe that some kind of "grandfather clause" should be adopted. The changes in procedure do not, in any case, require a great change in criteria. There is, however, in the move toward more academic evaluation a shift in emphasis from an altogether job-related evaluation procedure to one which will judge more than we do now by an individual's accomplishment and development. Such a change will affect everyone in time. I hope that its implications can be considered and some method be worked out to help members adapt most satisfactorily to the new emphasis.

TENURE FOR UC LIBRARIANS

Fay Blake

A few months ago academic circles in Southern California experienced a small shock-wave when Professor Robert Rutland's article attacking the principles of tenure appeared in the Los Angeles Times. Professor Rutland began with the dramatic statement that he might be "committing academic suicide" with this article, but his courage seemed somewhat questionable since as a tenured professor he was not in danger of retaliation no matter how unpopular his stand. His article elicited a barrage of replies from his colleagues, most of them defending the hard-won principles of tenure.

The concept of tenure goes back to a historical development of the dual function of the university in society. The university has the obligation not only to preserve and transmit existing knowledge but also to examine that knowledge critically and provide avenues for orderly change as new knowledge appears. It is that second part of its function which tenure alone can protect. Maybe it is true that tenure protects a few unproductive dumb-dumbs in their last doddering years, but that evil is more than balanced by the single weirdo also protected by tenure who comes up with a new idea, who precipitates the push toward changes which come to be accepted unthinkingly a generation or so later. Change will come, willy-nilly, but if it is orderly change that we want, then the protections of tenure must be defended and expanded. Otherwise, disorderly change is in the cards--and how expensive will that be to society?

The slow erosion of academic freedom is not evident on the surface of the university librarians' lives. For the most part, we are not on the firing line. Behind the lines, however, and usually in what we don't acquire for the Library, can be traced the hesitations that afflict a librarian unprotected by tenure.

Tenure for librarians is not a radical departure. Back in 1946 the American Library Association endorsed the American Association of University Professors' Statement of Policy on Tenure adapted for librarians, although the ALA promptly buried its endorsement in its archives and has never worked for implementation. Librarians at the City University of New York, University of Illinois, Ohio State, and other universities have had tenure for varying numbers of years, and none of these libraries seems therefore about to close its doors.

According to the Faculty Handbook, at the University of California there are two versions: tenure and its more limited parallel, security of employment. In case you have any doubts about the benevolence of the University, may I remind you of the Ishimatsu case in which a librarian was fired purely and simply because her boss didn't like her. The University's attorney stated at an open court hearing that the University did not need to answer for the dismissal of anyone not covered by contract or

by tenure. The California State Employees Association, not noted for any radical tendencies, states in an issue of its newsletter, Unific, that it has hundreds of cases in its files of unfair dismissals by the University.

I propose for adoption by the UCLA Librarians Association that the principle of tenure be extended to University librarians. I propose that copies of the statement be sent for adoption to the Statewide Association and to the other campus divisions, and that support for the proposal be solicited from such groups as the Library Council and the AAUP. The proposal is offered:

1. To assure the recruitment and retention of the highest quality personnel in the University's libraries; and

2. To assure full academic freedom in the Library, the heart of the University.

GRIEVANCE, APPEAL, AND REVIEW PROCEDURES

Evert Volkersz

For the purposes of this paper, grievance, appeal, and review are considered parts of a purposeful, three-stage process. I define them as follows: A grievance is a complaint by an individual; an appeal is a request, by either party, for a reconsideration of the grievance decision on a different level; and a review is a reconsideration of the appeal decision by a different authority, which makes a final and binding decision.

Commenting on the usefulness of grievance procedures, the California State Personnel Board stated, "Both management and employee organization representatives agree that an effective grievance procedure is an especially productive method for identifying and resolving employee dissatisfactions related to the employment situation." [1]

A grievance procedure should be without prejudice to either party in the grievance. Virtually every grievance case proves to be an exception. Therefore, any grievance procedure needs to have a built-in flexibility to accomodate the exception, rather than the rule.

Allow me to start the discussion of our present Campus Appeal Procedure by quoting Mr. Milton H. Gordon, the University's attorney in the Ishimatsu grievance case. This quotation is important to an understanding of employment status and the lack of grievance procedures for librarians in the University of California.

> In the absence of tenure or security of employment, neither of which is present here [i.e., the Ishimatsu hearing], there is no legal right to University employment. University employees are not under the State Civil Service Act. There were no union labor agreements present, so the grievance proceeding is a matter set up by the University voluntarily in an attempt to discover if employees or former employees have been grossly or unfairly treated. It is not used as a procedure whereby the University must defend action relating to the termination of an employee. The University's judgment in such case, except perhaps in a situation where gross and manifest unfair treatment is present, must be final.[2]

One could object that these remarks were based on the Staff Personnel grievance rules in effect for librarians at the time of the hearings. In my opinion, however, there has been no basic change in either the Personnel Appeal Procedure for Staff Personnel[3] or our own Campus Appeal Procedure.[4] We still have no legal right to University employment, and apparently have no right to redress of grievances. And, lacking any kind of contractual guarantees, hearing an appeal is merely an administrative gesture.

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The Campus Appeal Procedure is exactly what the name implies, an appeal procedure. It does not really afford one an opportunity to bring grievances out into the open. Moreover, it is ridiculously limited in its coverage: requests for policy change or a complaint pertaining to title or salary increase action are to be processed only through normal administrative channels. What happens, I ask you, when these normal administrative channels are the cause of your grievance?

On top of all this, the appeal and review procedure is essentially supervised by the same authority. The vast non-senate academic group must now depend on good will, traditions, continuity, scarcity of librarians, and quiet submission.

I believe that our present Campus Appeal Procedure is unacceptable to the librarians of UCLA. In later remarks I hope to clarify my reasons for this opinion. The Librarians Association has three alternatives in dealing with the Appeal Procedure. First, it can accept the procedure as is. Obviously, I recommend against this. Secondly, it can follow the example of the Librarians Association at UCSB, which is trying to improve and amend its procedure. Although commendable in its efforts, I recommend against this, for the following reasons. A grievance procedure should be equally applicable to all librarians throughout the University. Every University of California campus has a different Appeal Procedure, authorized by section 191 of the Administrative Manual. To the best of my knowledge, other rules in this manual are applied equally to the statewide faculty.

As I already noted, the present Appeal Procedure, on all campuses, is not a grievance procedure. Amending and negotiating on the basis of a poor procedure forces us to accept it implicitly. This puts us in a very weak position. Consequently, our third alternative is to completely ignore the present Appeal Procedure. I submit to you that we should take a new tack and discover new territory. We need to develop our own proposals to suit our needs.

Before spelling out my proposals, let me mention some prerequisites. The University has an Administrative Manual for the faculty. For its staff personnel there is a Staff Personnel Handbook. For non-senate academic employees, which includes librarians, there is no handbook![5]

I therefore recommend that the Executive Council request the Committee on Academic Status to document present practices and policies governing the terms and continuity of employment of librarians.

The Spiess[6] and Hoos[7] Committees have made a beginning in defining our status. Before we propose a new grievance procedure, we need to know where we stand; we don't know, at present.

Further, I recommend that the Committee on Academic Status be asked to investigate the possibilities of developing a proposal for a contract for librarians. A contract will put us one step closer to meaningful academic status and a grievance procedure.

Among the Standing Orders of the Regents, in the section on Privileges and Obligations of Officers and Employees of the University, it states that

> Any member of the Academic Senate shall have the privilege of a hearing by the appropriate committee or committees of the Academic Senate on any matter relating to personal, departmental, or University welfare.[8]

Once tenure or security of employment has been earned, there is provision for "continuing appointment that will not be terminated except for good cause after the opportunity of a hearing before the properly constituted advisory committee of the Academic Senate."[9] In consideration of such guarantees for open, unlimited hearings and continuity of employment, I recommend that the Executive Council request the Committee on Appointments, Promotion, Tenure, and Salaries, to draw up a grievance procedure based on present practices of the Academic Senate. This follows the suggestion that librarians should attain tenure or security of employment.

Here, for example, is the scope of complaints and grievances available to librarians at Ohio State University (they already enjoy full faculty status):

> There are at least four broad areas where personal problems may occur and affect the performance of one's duties and/or his morale.
>
> 1. Dissatisfaction relating to duties of his job.
>
> 2. Dissatisfaction with on-the-job personal relations with his supervisor, co-workers, or subordinates.
>
> 3. Dissatisfaction with university or library policies.
>
> 4. Personal problems occuring outside of the library.[10]

This makes a complete mockery of our present Campus Appeal Procedure.

Finally, a pertinent document in developing a grievance procedure is the Statement on Procedural Standards in Faculty Dismissal Proceedings.[11]

I agree that this catalog of statements and documents is rather tedious, but it is essential. Library literature is almost silent on the subject of grievance procedures. One can find only general discussion of tenure and collective bargaining agreements.

Next, I recommend that the Executive Council invite the Committee on Grievance Procedures to fully investigate and recommend grievance procedures based upon labor union agreements. As a basic document for study, I suggest the following explicit statement, formulated by the University Federation of Librarians, Berkeley campus:

> Institute a grievance procedure which guarantees: a hearing by

> one's peers (in the case of a librarian, this would mean that the review board should be composed, at an early and decisive stage, entirely or predominantly of librarians jointly selected by the University and the aggrieved party); counsel of one's choice; testimony under oath; the right to summon, hear, examine, and cross-examine witnesses; judgment solely on the basis of evidence or testimony which becomes part of the record of the hearing; an official transcript of the hearings--to be provided to both parties if either party so desires; written statements of the findings and judgment of the hearings; University compliance with the decision of the hearing committees and arbitrators; outside arbitration; and the reasonably prompt settlement of disputes. These features are in line with accepted methods of arbitration and due process.[12]

And, it should not be forgotten, salary and employment must continue until the grievance has been settled. These standards have been carefully developed in the Federation's Proposed Grievance Procedures for the Non-Teaching and Non-Senate Academic Employees of the University of California.[13]

The American Federation of Teachers and the American Federation of State, County, and Municipal Employees have also developed useful examples which will prove instructive in drafting a proposed grievance procedure for librarians.

For many years the California State Employees' Association has fought valiantly for changes and improvements in grievance procedures. Their revisions and proposals will help to focus upon an acceptable grievance procedure.

The American Library Association and the California Library Association have taken no formal position on the issue of grievance, appeal, and review. Dr. Lewis C. Branscomb, Director of Libraries at Ohio State University, and Chairman of the Academic Status Committee, University Libraries Section, Association of College and Research Libraries, wrote me, "I know what the general feeling of my committee would be and that is that the same procedures, protections, and responsibilities which apply to the classroom faculty should also apply to academic librarians whether or not they have faculty status."[14]

The California State College librarians have taken no specific position on grievance procedures. They are working very hard to achieve faculty rank.[15]

To those who question the need for new grievance procedures, one could reply with a long bibliography. It may suffice here to suggest a re-reading of the Lademann Report[16] and Mr. Vosper's latest annual report. Both argue strongly in favor of administrative change and the need to develop viable personnel relations, by improving staff competence and participation. The recommendations of the Personnel Subcommittee of the Library Council, incorporated in Working Paper number two,[17] should also persuade many librarians to support a strong grievance procedure.

As librarians we represent the University bureaucracy to the Library's staff personnel, including the student assistants. I believe that it is therefore incumbent upon us to assist in the development of a new grievance procedure for staff personnel. Such a procedure should include the same basic guarantees we hope to propose for librarians.

In the UCLA Library, which employs more than 462 Full Time Equivalent human beings, there should be no doubt about the need for grievance, appeal, and review procedures for all.

In this paper I have tried to aim for the following position: librarians shall have access to the grievance, appeal, and review procedures available to the faculty in the University of California. I do not believe that we should make any final decisions about our specific goals until we know what options are available to us. This approach carries a double advantage. It will educate us about the structure and administration of the University, and it will also serve as a tool in pressing for necessary changes.

In summary, then, I have suggested that the present Campus Appeal Procedure is unacceptable in its present form.[18] To ameliorate this situation, I have suggested three alternative paths for investigation:

1. We need to develop a contract for librarians.

2. We must investigate the grievance, appeal, and review procedures available to the faculty.

3. We should formulate a grievance procedure based upon the labor union example.

In working out these three alternatives, we will learn a great deal more about the terms and conditions of library employment in the University. This will inevitably include the welfare of our staff personnel. I hope that one or a combination of these suggestions will soon be realized. Librarians are fully entitled to a proper grievance procedure.

Notes

1. California State Personnel Board, Memo to All State Agencies and Employee Organizations, September 24, 1968, p.1.

2. "The Ishimatsu Case," CU Voice, 4 (November, 1966), 4.

3. University of California, Staff Personnel Handbook, Rule 26.

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4. University of California, Academic Personnel Office, Administrative Manual, Section 191; UCLA Library, Administrative Memoranda, Section A-1.

5. Subsequent information indicates that this will be developed in the Administrative Manual.

6. "Status of Non-Senate Academic Personnel Studied," University Bulletin, XVII (July 1, 1968), 3-6.

7. "Summary of Hoos Report on Non-Senate Academic Staff," University Bulletin, XVI (April 8, 1968), 141.

8. University of California, Manual of the Academic Senate, December, 1967, p.55.

9. University of California, Office of the President, Handbook for Faculty Members of the University of California, May, 1968, pp.30,31.

10. Ohio State University Libraries, Faculty Personnel Handbook, Personnel, Section A, no. 7, issue 1, July 1, 1966, p.1 (mimeographed).

11. Joughin, George L., ed., Academic Freedom and Tenure: A Handbook of the American Association of University Professors (Madison, 1967), pp.40-45.

12. University Federation of Librarians, Berkeley campus, Library Improvement Plan (Berkeley, 1968), pp.2-3 (mimeographed).

13. University Federation of Librarians, Berkeley campus, 1967 (mimeographed).

14. Letter to the author, December 24, 1968.

15. In 1966 a draft agreement was drawn up between the California Legislature and the Board of Trustees of the California State Colleges by the College Council of the California Federation of Teachers, AFL-CIO. There is no indication that the agreement was ever signed.

16. Lademann, Ray J., UCLA Library System Employee Relations Study, UCLA Library, 1967 (mimeographed).

17. University of California, Library Council Personnel Sub-Committee, Working Paper #2: Proposal for Restructuring the Classification and Salary Plan for University of California Library Staff, March 25, 1968 (mimeographed).

18. For a detailed critique of the Campus Appeal Procedure, see the Recommendations of a committee appointed by the Dean of Extension, Section III--Grievance Procedures, 1969.

WORKLOAD REQUIREMENTS

June Armstrong

This paper is concerned with a position on workload requirements based on that adopted on June 27, 1967, by the Ad Hoc Committee on Academic Status, of the College, University, and Research Libraries Section, California Library Association:

> The scheduled workload of librarians shall include time for independent research and other professional activities.

It is understood that workload must be considered in context with the other topics to be discussed. Work assignments depend on staff composition; staff composition depends on salaries and support. Salaries and support depend on status. Status depends on a promotional system that fosters professional achievement and innovative response to academic needs. A promotional system that encourages this kind of professional climate depends on staffwide opportunities for individual contributions, which may again be related back to workload. This is only one, and perhaps an oversimplified, series of relationships that could be drawn. The discussion to follow will be primarily concerned with an attempt to define in quantitative terms the portion of total work time that should be devoted to assigned duties and the portion that might be used for independent work. However, it might be worth emphasizing that a solution to the workload problem is not likely to be found until we have found solutions to a whole set of problems.

Faculty Workloads

For the teaching profession, especially that in higher education, to which we feel our profession is more nearly related than any others, three specific patterns have evolved by which time is freed for individual work: (1) uncommitted time during the work week free of teaching duties; (2) 9-month, or three-quarter, appointments; and (3) sabbatical or other special leaves. At the University of California, faculty members are expected to spend about half of their time on the teaching function and half for research or other independent activities--for 9 months of the year. It is more common to express faculty teaching loads in terms of classroom hours, each classroom hour assumed to require another 2-3 hours for preparation and associated duties outside the classroom. A rough rule is that an undergraduate 3-unit course would require about 1/4 of the total work week (4). In the California State Colleges, there is a standardized teaching load of 12 class hours for each faculty member. Direct teaching time then would require a minimum of 36 hours a week. It is estimated that additional academic duties and committee work bring the total work week up to 40-50 hours (12). This allows no time for research unless faculty members wish to use their free quarters for this purpose. The American Association of University Professors has recently adopted a recommendation

for maximum teaching loads--that no college or university professor should have assigned to him more than 12 class hours for undergraduate courses or 9 class hours for graduate courses (1). The AAUP considers this to be a full-time teaching assignment (for 9 months of the year). Significant here is the suggestion that a full-time teaching assignment for nine months, even with a flexible work schedule, does not permit significant research activity.

Time Allowances in Academic Libraries

The literature abounds in warnings about the failings of academic librarianship (e.g., Bundy, 3) and the urgent need for research, education in advanced automation techniques and systems engineering, and improved subject competence. Changes in library school curricula are often suggested, but one rarely finds specific suggestions for correcting these failings through adjustments in the workload. A composite of the reports in the literature would indicate that the common pattern in university libraries, even those with faculty status, is not much different from the situation here. The work week is usually about 40 hours; the average tends to be a little lower in private colleges (10). Time off is usually allowed for one course (3-5 hours) and attendance at meetings, subject to library convenience. There is usually no written policy about time for research. At least one university library where librarians have faculty status allows no time off for any professional or educational purpose except by special permission. A group at the State University of New York found that of 63% of the libraries in which librarians were supposed to have full faculty status, all but 14% failed to fulfill all their criteria--the most common variations being the lack of academic vacations and, of course, salaries equal to those of the faculty (9).

One survey of library administrators indicated that, in its sample, university libraries divided almost equally between three policies: (a) allowing research on library time, (b) not allowing it on library time, or (c) allowing research under some circumstances--not specified (7). Only one respondent was willing to estimate the time that should be allowed; he suggested 1/3 to 1/2 time. In another study of opportunities, Kellam (8) found that university and research library administrators thought that writing, teaching, research, and professional activities were good and gave some degree of support to them. However, there was an underlying assumption that freed time could never approach that of the faculty without interfering with the basic service function of the library. With the qualifications offered in such expressions as "no written policy," "by special permission," and "at library convenience," it is difficult to guess how many librarians do, in fact, benefit from the favorable attitudes toward professional activities expressed in such surveys.

California State College Librarians Plan

Some specific recommendations for workload have been developed by the California State College librarians in connection with their request for faculty status. They asked for full privileges, except for faculty titles, including 9-month appointments (the free quarters to be staggered to insure continuity of library service). They estimated that this would

amount to an effective reduction in professional staff of 17%, or of 7% in total library staff. Their proposal won the approval of their academic senate, which forwarded it as a recommendation to the Chancellor. Since no action was taken on it, the State College Librarians Division of the California Library Association adopted a clarifying resolution (October 25, 1968) to the effect that in the interim period each librarian might use the necessary part of his schedule, not to exceed 10 hours a week, for unassigned research, study, teaching, indexing, or preparing bibliographies. The work done in released time must be passed by a committee once a year. It is the Division's view that work assignments are an intra-library responsibility and do not require the approval of college administration. It should be mentioned, however, that the faculty at the State Colleges believe they must spend 40-50 hours a week on their teaching assignments and related duties, and the librarians intending to undertake individual projects thus anticipate that their total work week may exceed 40 hours.

University Federation of Librarians Proposal

The librarians' union at UC Berkeley has suggested that the work week be reduced from 40 to 30 hours with no reduction in pay (11). Since this represents an unconventional work pattern in the academic world, it might be more difficult to achieve than one based on a reduced work assignment within the standard work week or a reduced work year.

Hoos Committee Suggestion

The closest thing to recognition of the fact that librarians might also need some intellectual refreshment from time to time was a very tentative suggestion that appeared in the Hoos Committee report (5). Presumably as an alternative to the sabbatical of the faculty, the report suggested that one plan might be to allow nonfaculty academic employees to earn eligibility for 1/3 of one quarter with full pay after three years' service; 1/3 of two quarters after six years of service; and 1/3 of three quarters (or one full quarter) after nine years. However, since emphasis was placed on the fact that only a few of the eligible should be able to take leave each year and since it was based on seniority, it didn't seem to offer the best solution to our problems. What the library needs even more is the same plan upside down--that is, that each new librarian would be expected to spend one quarter of his time on the study of a subject, language, or methodology appropriate to his work assignment or anticipated interests, and that this time would be reduced in steps until the ninth year, at which time he might, on the basis of good behavior, be excused from further study, at least for a while. This would have the effect of greatly increasing the intellectual resources of the staff over a long period of service by releasing time to staff members when they were still in the habit of study and had more endurance and before they had taken on more confining responsibilities. It could also serve as an intellectual stimulus to counteract the boredom many new librarians experience in learning routine library duties. This is a fanciful suggestion, of course, since a beginning librarian could not be required to make the considerable financial investment in the fees that would be involved, but I should like to suggest that the younger members

of the staff will suffer the most from the difficult problems of accelerating change and educational obsolescence which are found in many professions (2,6).

These remarks imply that academic librarians have a special set of educational needs which cannot be met in the generalized one-year library curriculum, or even perhaps in a two-year curriculum. Graduate work in a subject area is often needed. Beyond that, the academic librarian needs knowledge of research methods, the design of experiments, and the analysis and interpretation of data and statistics, not only for application to library problems but to gain insight into the requirements of scholarly work in an academic community. Even if a librarian had an optimum education for academic librarianship at the outset, changing work assignments might require him to develop new subject interests or skills or to renew and update those he once had. Within the academic community, advanced degrees are important benchmarks, and those inclined toward advanced work in a special field should be encouraged.

Recommendations

Pulling together such information as exists, we might conclude that a 1/4 reduction in assigned workload might be appropriate for those who wish to engage in independent professional activities. We might adopt the following recommendation as a long-term goal:

> Work Week--Workloads should be adjusted to allow a librarian to use 10 hours a week on unassigned professional activities. Appropriate projects could be research, study, organization of special library materials for which there is not now adequate access, the preparation of bibliographies, writing, programs designed to relate the library more closely to educational programs, teaching, or public service of value to the profession or the University. Opportunities should be available at all professional levels regardless of function or size of unit and should not be based on rank or seniority but on the potential of the individual to make a valuable contribution to the effectiveness of the Library. Special efforts should be made to insure educational opportunities for those just entering the library profession.
>
> Work Year--A recommendation for sabbatical and other leaves for librarians has already been submitted to the University administration by the Librarians Association. Support should be given to the CURLS Ad Hoc Committee on Academic Status position that appointments and salaries should be based on three quarters, with salary increments for those working 11 months. Subject to staff requirements, a librarian should be allowed to request 9-month appointments at certain intervals. The latter would amount to leave without pay for one quarter. Exact conditions are not suggested except to specify that the plan adopted should be one that would allow a librarian working toward an advanced degree to use it to satisfy the residency requirements for candidates for masters' and doctoral degrees.

Implications

More systematic analysis of our present work assignments is needed unit by unit. Estimates of the amount of time a librarian spends on nonprofessional tasks vary widely, and some effort should be made toward quantification for the purpose of defining the nature of the support staff we need. Some of the more routine professional tasks might well be transferred under supervision. There are wide variations in work schedules within the system. Experiments should be made to see whether, even under our present staffing arrangements, each librarian might be freed from desk, supervisory, or other fixed schedules for a specified minimum number of hours each week. A more flexible staff must be developed. Knowledge of work requirements must be shared, and, in the absence of one librarian, another must be prepared to assume the necessary responsibilities of keeping the system functioning effectively. For some purposes it may be necessary to develop a corps of volunteers who might be willing to learn new functions or to work temporarily or part time in other units.

* * * * * * * *

In closing, I should like to admit that our efforts to reduce the workload may require, among other things, quite a bit of extra work. Also, we shall have to enter a period of change and experiment that may be uncomfortable. But change is inevitable because research materials, library methods, and patrons' needs are changing. We shall have to adopt plans and take positive steps if we want to control the direction in which we move. We should for once set forth in ambitious terms our views of what the library needs and what we as librarians need to make it work, instead of worrying about what we might get before we propose and then silently making do with whatever is offered. This way, we shall at least have taken a defensible and honorable position whether our proposals succeed or fail.

Notes

1. American Association of University Professors, Committee C on College and University Teaching, Research, and Publication, "Statement on Faculty Workload," AAUP Bulletin, LIV (June 1968), 256-257.

2. Bennis, William G., and P. E. Slater, "Democracy Is Inevitable," in Changing Organizations, edited by W. G. Bennis (McGraw-Hill, 1966), pp. 16-33.

3. Bundy, Mary Lee, and P. Wasserman, "Professionalism Reconsidered," College & Research Libraries, XXIX (January 1968), 5-26.

4. Conference on the Measurement of Faculty Work Load, Purdue University, November 1959, Faculty Work Load, edited by K. Bunnell (American Council on Education, 1960).

5. Committee Report on the University's Minimum Commitment to the Academic Professional Appointee, August 7, 1967, Sidney S. Hoos, Chairman, p. 14.

6. Howland, Whitney, Jr., "Misery Is a Bachelor's Degree," Engineer of Southern California, XXI (November 1968), 13,16,18.

7. Jesse, William H., and A. E. Mitchell, "Professional Opportunities for Study and Research," College & Research Libraries, XXIX (March 1968), 87-100.

8. Kellam, W. Porter, and D. L. Barker, "Activities and Opportunities of University Librarians for Full Participation in the Educational Enterprise," College & Research Libraries, XXIX (May 1968), 195-199.

9. Madan, Raj, et al., "The Status of Librarians in Four-Year State Colleges and Universities," College & Research Libraries, XXIX (September 1968), 381-386.

10. Thompson, Donald E., "Working Conditions in Selected Private College Libraries," College & Research Libraries, XXV (July 1964), 261-262,294.

11. University Federation of Librarians, Berkeley campus, Library Improvement Program, August 19, 1968, p. 11.

12. Whitesel, R. G., Vice-Chancellor, Academic Affairs, California State Colleges, Letter, January 24, 1969.

SABBATICAL AND OTHER LEAVES, AND ACCESS TO GRANTS, FELLOWSHIPS, AND RESEARCH FUNDS

John Thornbury

Nowadays one seldom reads a copy of Library Journal without seeing that at some college or university (two of the most recent examples are the City University of New York and Penn State) librarians have been granted full academic status, which includes such privileges as sabbatical leave and access to grants and other research funds. Nevertheless, on many campuses the status of librarians remains in academic limbo--and that very well sums up the situation of librarians on this campus.

The two aspects of academic status of which I am to speak are closely related topics, since the justification for a sabbatical leave is that the time will be spent engaged in research and/or study and refreshment. First, let us consider the question of sabbatical and other leaves. The Handbook for Faculty Members of the University of California states that leaves of absence available to faculty members fall into four categories: sabbatical, sick, special, and military leaves. A sabbatical leave is defined in the Handbook as a privilege accorded to qualified faculty members to enable them to engage in intensive programs of research and/or study and thus to enhance their subsequent service to the University by increased effectiveness as teachers and scholars.

The regulations on sabbatical leave are set forth in the University of California Administrative Manual, Section 171. They may be summarized as follows: leaves are granted at two-thirds of regular salary or at full salary, depending upon the length of qualifying service. Six quarters of qualifying service are required for each quarter of leave at two-thirds salary, and nine quarters for each quarter of leave at full salary, to a maximum leave of three quarters at two-thirds salary or two quarters at full salary. Those now eligible to apply for sabbatical leave are: Professors, Associate Professors, and Assistant Professors, and appointees in comparable ranks in the Astronomer, Agricultural Experiment Station, Agricultural Extension, clinical professor of dentistry (half-time or more), and supervisor in physical education series. Leave is granted subject to the conditions that (1) it not be used to augment personal income, (2) application be accompanied by a full statement of the proposed program, (3) the appointee return to University service for at least as long as the period of the leave, and (4) upon return, he submit a report in prescribed form to the Chancellor.

In addition to sabbaticals there are special leaves, with or without pay, which may be granted for consultation or other service to governmental agencies, for attendance at professional meetings, or for absence on University business. Absence from the classroom and other scheduled duties requires the obtaining of a leave and necessitates making arrangements for a qualified person to assume such duties during the absence.

Although librarians are not specifically mentioned in these regulations, there have been exceptional cases in which UCLA librarians have been granted special leaves. Examples include Janet Ziegler, who was granted 30 days with pay to go to the Library of Congress; Jo Tallman and Everett Moore, who were permitted to accept Fulbrights; and Miriam Lichtheim, who was given leave to work on a book.

Also, there have been exceptions made on other campuses of the University, one example being John Emerson, Music Librarian at the Berkeley campus, who was granted an Academic Special Leave of Absence with Full Salary to visit libraries in Paris to investigate a number of Gregorian chant manuscripts.

On the other hand, I know of at least one case in which a librarian's request for a leave could not be considered by the Library administration because there was another librarian to whom a leave was to be granted, and apparently under existing regulations it would have been impolitic for the library to press for two simultaneous leaves. However, I think it only fair to say in defense of the Library administration that in a discussion I had with Miss Ackerman on these matters of leaves, grants, etc., she said that, for their part, she and Mr. Vosper were anxious to give leave with pay whenever the leave was justified.

Nevertheless, as gratifying as these few exceptions are, what UCLA librarians should seek is a blanket policy--not exceptions. What we should request is that we have the right, by virtue of the fact that we are librarians, to leave with pay for research, study, and refreshment whenever such leave is justified.

In this request we are by no means unique among academic librarians. There is no dearth of articles in the professional literature which relate the success of other academic librarians in gaining faculty status, which perforce includes the privilege of sabbatical and other leaves. In a recent survey reported in the May 1968 issue of College and Research Libraries, W. Porter Kellam and Dale L. Barker, Director and Associate Director, respectively, of Libraries in the University of Georgia,distributed a questionnaire to the directors of all members of the Association of Research Libraries, and to all other state university libraries, inquiring about their attitudes and practices regarding library staff participation in professional and community activities. From the seventy-two respondents it was found that 92 per cent of these directors of academic libraries thought it beneficial to grant leaves of absence to librarians for study and research, and that many librarians had had some opportunity to reap the benefits. Eighty-two per cent reported that librarians are permitted by university regulations to take leaves of absence for periods of time usual for other faculty members. Respondents from 43 per cent of the institutions reported that librarians had been given leave for study or foreign assignments within the past three years. The examples given showed that the travel had been world-wide and for a great variety of purposes.

Another source for obtaining statistics pertaining to the attitudes

of academic institutions toward granting librarians sabbatical leaves is an article by Madan, Hetler, and Strong which appeared in the September 1968 issue of College and Research Libraries. This article reports the results of a study which developed from the efforts of librarians at the four-year campuses and university centers of the State University of New York to gain complete faculty status. The article is based on the replies from a questionnaire sent to 321 four-year state colleges and university centers across the United States. The compilation of statistics is based on a 57 per cent return. One of the criteria listed for full faculty status was, of course, sabbatical leave. Of the institutions responding, 74.3 per cent reported that in regard to sabbatical leaves librarians and faculty shared the same privileges.

In response to the lack of a University policy regarding sabbatical leave for University of California librarians, the Statewide Librarians' Association adopted a proposal at the October 25, 1968, Assembly Meeting. This proposal has been forwarded by the President of our Statewide Association to President Hitch. The President's office has replied that this proposal is under consideration.

Copies of this proposal were sent to all University of California librarians, so presumably you have already read it and reflected on its terms. The proposal not only speaks for our right to the privilege of sabbatical leave and delineates specific terms for the granting of sabbatical leave, but also attempts to obviate one of the problems involved in granting such leaves by stating that funds shall be provided in the library budget for staffing during the period of the librarian's leave.

Thus, progress has been made toward the implementation of granting the privilege of sabbatical leaves to librarians at the University of California, and as a part of the Statewide Librarians' Association we now at least have a position from which to bargain.

However, there is still the matter of leave to attend professional meetings, the policies for which are set forth in the Administrative Manual, Section 175. As the Hoos Committee Report on the University's Minimum Commitment to the Academic Professional Appointee stated, clarification and universal adoption of this principle needs to be implemented, with the availability of funds for travel, participation, and publication carefully delineated.

As to the matter of access to grants, fellowships, and research funds for librarians at UCLA, there is also some progress to report. In evaluating this progress it is necessary, however, to distinguish between intramural and extramural support.

First, let me summarize the regulations governing intramural or University funds. The Handbook for Faculty Members of the University of California states that the University endeavors to provide space, funds, and facilities for the research programs of faculty members. All members of the Academic Senate, whether voting or non-voting, are eligible to apply for research grants allocated on recommendation of the Senate Committees on

Research. Lecturers and others who are not Senate members may seek research support through departmental grants or through co-operation with eligible staff members.

In regard to extramurally sponsored research, development, and training, the Handbook states that faculty members and certain other University employees may propose projects to external sponsors, whether governmental or private, to pursue projects for training, research, development, and public service, under policies and procedures established by the Regents and by the President, which are set forth in the Policy and Procedure Manual for Contract and Grant Administration. Librarians are not specifically mentioned as being eligible to submit proposals, but part C. of Section 22-3 of this Manual states that, in addition to the categories specifically mentioned as contract and grant initiators, Chancellors and Universitywide Deans may grant special approval to others in extraordinary circumstances when it is in the best interests of the University to do so--the best interests of the University normally involving a contribution to the basic instructional or research program from persons adequate to justify space assignment.

Presumably within the latitude of this section of the Manual there is at UCLA at least one librarian, other than Mr. Vosper, who serves as co-Director of a training project. This is Miss Darling, the Biomedical Librarian, who administers the Internship program for the training of medical librarians through a U. S. Public Health Service project, administered by the National Library of Medicine.

On the other hand, from the Biomedical Library we have an example of a librarian who was not able to act as the principal investigator of his research project. I am referring to Don Luck, who was Assistant Librarian for Technical Processes, who proposed to do research on applications of an on-line computer for serials check-in, etc. This project grew out of operations being performed at the Biomedical Library, so presumably no one could have known more about it than the people already involved in the work. Yet Don was not able to serve as the initiator or principal investigator for this project. The proposal had to be submitted with Miss Darling serving as the Principal Investigator and Mr. Vosper acting as co-Principal Investigator. Don justifiably felt that this not only impugned his professional competence, but also was a real nuisance in that it unnecessarily involved other people and thus cost more time, paper work, and money. It goes without saying, however, that the Library administration would have to have some control in this matter in order to maintain standard library operations and in order to co-ordinate the projects of librarians so that there not be needless overlapping of research. But other than these necessary limitations, I think the only criterion for the number of librarians engaged in research at any one time should simply depend upon the number of qualified proposals.

However, as I stated earlier, there is some progress to report on the efforts of librarians in this direction. The Research Committee of the Academic Senate on this campus, of which Mr. Vosper is a member, has informally proposed that non-Senate academic personnel be allowed to apply

for extramural funds for research and training projects, as a matter of University policy. To my knowledge there is no recommendation as yet regarding intramural funds, but Miss Ackerman tells me she is optimistic about this also.

In the Kellam-Barker study, a summary of which was given earlier in this paper, the response of the directors of the academic libraries surveyed was 97 per cent in favor of encouraging librarians to do research. Most library administrators are also willing to support research activity: 76 per cent said they allowed time for research, and 83 per cent said they gave some sort of financial assistance. About 60 per cent answered that the research need not be related to library operations or problems, but even so the number of librarians reported as working on library subjects exceeded the number working on other subjects by a ratio of about two to one. For the libraries reporting the number of staff members who had engaged in research in the last three years, the range was from zero to twenty-five, with the median falling at four.

In our efforts to have access to grants and research funds, we are doing no more than making an attempt to deal with the complex and demanding roles which we as librarians are called upon to perform in the University's academic processes. In this attempt we at UCLA are not unique. In a number of colleges and universities throughout the country the librarian is now, as a result of this attempt, accepted as an equal member of the academic community, with concomitant duties and responsibilities.

As the Hoos Committee has recognized, there is a sincere desire on the part of many non-Senate academic appointees to seek ways of improving their skills and qualifications so that they might make greater contributions to the University. The Committee was impressed with the sacrifices which many individuals would be willing to make in order to increase their contributions. The Committee found much evidence that there is need in every academic assignment for professional enrichment which would improve competence, a need for relief from regular assignments in order to obtain professional refreshment, and, in some areas, a need for re-education in order to cope with changing or emerging technologies, such as automation.

Given the willingness of its librarians to accept as their unique responsibility the administration and maintenance of the vast and increasingly complex materials of scholarship and research needed by first-rate faculty, students, and scholars, the University of California would do well to provide every means at its disposal, in terms of both morale and financial assistance, toward implementing that responsibility. This entails no less than acknowledging that the nature of the librarians' work is an integral part of the educational and research activities of the University, and that librarians must possess certain academic qualifications and specialized knowledge which the teaching faculty does not have. This surely justifies the granting of full membership in the academic community to its librarians, which will include such privileges as sabbatical and special leaves, and access to grants, fellowships, and research funds.

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STAFF COMPOSITION

Marcia Endore

There exists in the minds of most members of the library-using public the impression that a librarian is anyone who works in a library. Unfortunately, this confusion does not exist solely in the patrons' minds. Librarians have tended to feel that the content of their profession and what they happened to do in their place of work were one and the same thing. It is as though a physician working in a small community were to consider a part of his profession such tasks as sterilizing instruments and sending out bills. When such a man finds his workload increasing beyond his capacity, he does not look for another doctor, who will perform the same variety of tasks as himself; rather, he hires a nurse and a receptionist to relieve him of sub-professional tasks, and devotes his time to diagnosis and treatment.

Like the small-town doctor, the librarian of a small unit must perform a wide range of tasks, from highly professional policy making and book selection to the most routine charging and shelving. Librarians, however, unlike members of other professions, seem to cling to their clerical tasks. And since large libraries are commonly broken down into many small departments or branches, the separation of professional and non-professional functions is not much more readily attained in them than in small libraries.

But such separation, and the increased non-professional support necessary to obtain it, is essential if librarians are effectively to demand greater parity with the teaching faculty. This is hardly a novel observation. Here is an excerpt from the discussion paper on academic status prepared by a committee of University of Washington librarians:

> [L]ibrarians will make the contribution which is their claim for faculty status only if they are given the <u>opportunity</u> to make it. ...[I]n order to invest the acquiring of faculty status with any meaning beyond widening the range of benefits for librarians, a reexamination of work conditions is necessary. ...[M]any of the daily tasks performed by librarians are not professional in nature; ...they are administrative, housekeeping, and routine chores [performed] at the neglect of the innovative and creative...

Tom Parker, in his article entitled "The Missing Stream: Operations Management in Libraries" (<u>Library Journal</u>, XCIV, January 1, 1969, p. 43), makes the following statement:

> Analysis of library operations will also identify the clerical and superclerical tasks now swamping professionals and permit their assignment to nonprofessional staff. Librarians will have time for truly professional functions; some part of the manpower shortage will be alleviated.

Because their work time is absorbed by the performance of pressing routine tasks, many librarians at UCLA are at present precluded from making the maximum contribution to the educational system of which they are capable. In consequence, these librarians are prevented from realizing their full potential as members of the UCLA staff, and the Library, indeed the whole academic community, is robbed of the fruits of their scholarly labors. So that librarians may be enabled to devote more of their time to truly professional tasks, a greater proportion of auxiliary personnel must be employed.

Admittedly, the overall trend in the UCLA Library has been in the direction of an increasing proportion of non-librarians to librarians. Dr. Powell writes that in 1944

> the professional clerical ratio was grossly out of balance, with approximately thirty professionals and five clericals. This meant that professional librarians were engaged in work that required only clerical, even student assistance. Staff morale was understandably low.*

This 6:1 ratio has become a 1:1.4 ratio, a great improvement, to be sure, but not enough. There are other large research libraries which have far more favorable ratios; for example, University of Texas and University of Pennsylvania, 1:1.8; Harvard and Princeton, 1:2.2; and New York University, 1:2.4.

I recommend that, in order to discover where additional support staff is needed, the work performed by each department be analyzed and, where possible, be redistributed in such a manner that librarians are relieved of clerical chores. To help indicate the areas where the need for auxiliary personnel is most acute, the librarians in each department could compile lists of the clerical duties which they now perform, and of the professional work which consequently is skimped or left entirely undone. Consideration should be given to the possibility of pooling secretarial and clerical work when individual units are too small to make efficient full-time use of such personnel.

It is expected that the proposed new classification schedule for Library Assistants will facilitate the recruitment of suitable personnel. Community college training programs for library aides should be encouraged and efforts made to ensure that such programs produce graduates properly qualified for Library Assistant jobs in the University.

Specifically, the present ratio of 1.4 non-professional to 1 professional employee (FTE) should be raised to at least 2:1 as a short-term goal. An ultimate goal of a 2.5:1 ratio does not seem unfeasible. While it may prove possible as a result of the redistribution of tasks to fill new vacancies with assistants rather than librarians, it is essential that there be a sufficient number of librarians so that library functions continue unimpaired and no undue burden is placed on the staff when members are absent for vacations, leaves, sabbaticals, exchanges, or continuing education.

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*Powell, Lawrence Clark, Fortune and Friendship (New York: Bowker, 1968), p.107.

Obviously, the questions of workload, staff composition, and leaves and sabbaticals are closely connected. The resolution of these questions will provide a basis for making university librarianship a truly professional occupation.

NOTES FOR DISCUSSION OF ACADEMIC SENATE MEMBERSHIP AND FACULTY RANK FOR UCLA PROFESSIONAL LIBRARIANS

Jean Moore

Although in many respects closely connected, these two matters can, and perhaps should, be considered separately.

Academic Senate Membership

There seems to be no necessity to go into detail again about the past history of efforts and proposals for the inclusion of UC professional librarians in the Academic Senate. For the purpose of putting the present situation in perspective, mention of some high (or low?) points should suffice. As in many other matters the Southern Branch seems to have been in the vanguard of UC activity in this area, and some years ago the UCLA Senate voted to include professional librarians in the Academic Senate. This noble effort sank without a trace when it encountered the need for approval by the Berkeley Academic Senate.

Revolutionary changes confronting the profession have resulted in a tremendous increase in the academic librarian's felt need to take a hard look at his own situation and at his place in the University. That he wants both recognition and a voice in the affairs of the University is quickly evident. His increasing audibility has happily resulted in a spate of programs, organizations, investigations, and committees, some of them especially concerned with possibilities of membership in the Academic Senate.

One of the committees was a presidential one--the Hoos Committee--which reported in 1967 on the University's minimum commitment to the academic professional appointee. This committee recognized as a primary problem the group's need for a voice. It considered membership in the Academic Senate as a means to this end, but failed to recommend it categorically. Rather, it suggested a single organizational structure with the present Senate as a central core. Realizing that this might be impracticable, it conceded that it might be feasible to broaden the present Senate to include senior members of the groups not now eligible for membership.

Although the Hoos Committee's half-hearted endorsement at least served to keep the Senate membership question alive, the topic was relegated to the category of problems requiring considerable time for study and review. Many were left with the impression that again the Senate membership possibility would sink without a trace.

It did indeed seem to sink, but parts may be surfacing in the form of the latest committee, this one appointed by the Chairman of the Statewide Assembly of the Academic Senate as an ad hoc committee charged to study

"the desirability of including those University employees with the title of Librarian into the membership of the Academic Senate." UCLA is well represented by Louise Darling as a non-Senate member of the committee.

When it comes to accomplishing academic status and rank for professional librarians, UC is lagging far behind many other American universities. Each survey of the situation--and they are legion--adds one or two more institutions or systems of institutions to the roster. Although the movement toward faculty rank is growing, it is still far from being a juggernaut.

It is difficult to identify the elements that have contributed to the accomplishment of true academic status elsewhere. Pressure from organized library groups is one. Strong convictions and support from library administrators is another. More difficult to identify and assess are the role of faculty control of power and the role of timing. When genuine power and a measurable degree of control rest with a faculty, it may be jealous of its power and slow to share it. When times are peaceful and things are going well in university and higher education matters in general, there may be less inclination to be exclusive and protective of prerogatives. There seems to be a tendency at the present moment to listen to rumblings and grumblings. This attitude may somewhat increase the pace of an apparently slow but steady move toward academic status.

It does seem clear that the actual power and administrative significance of faculty organizations vary greatly across the country. Although the number and prestige of those institutions granting membership in senates or faculty ranks to professional librarians are of great importance to us, our principal concern must be with the Senate of the University of California. A great deal will depend on the climate of opinion within it.

Granted that we want a greater voice in University affairs and recognition as an integral force in the academic community, several possible paths to achievement are open.

The first is to work toward membership in either an overall or a parallel body separate from the Academic Senate. This was suggested in the Hoos report. It seems an unsatisfactory solution because a parallel body consisting of non-Senate personnel would only serve to emphasize the differences with faculty rather than a common ground. It might be the most quickly attainable solution because it would leave the present Senate more or less undisturbed. An overall body with the Senate as central core has few advantages. It would only tend to emphasize the fringe in which we now exist.

At UCLA a Chancellor's committee has been appointed to investigate the possibility of a body to parallel the Senate which would include all non-faculty academic classes. William Conway, Librarian of the Clark Library, is serving as a member of this committee. A questionnaire was submitted to many academic non-Senate groups to determine their attitudes toward Senate membership, a parallel organization, etc. Because of the

complicated nature of the questionnaire, it will be necessary to process it by a computer, and the Chancellor's Office has so far been unable to fund this project. At UC Davis a body parallel to the Senate, designated as the Academic Staff Organization, was formed in the spring of 1969 and includes librarians.

A second possibility is to work toward getting the Librarians' Association accepted as an organization with formal representation in the Academic Senate. Using the Association as a base for a voice in the affairs of the University would again result in a separation. Senate membership or not, the Librarians' Association will be needed for the solution of problems peculiar to librarians.

A third possibility is to attempt to gain membership in the Academic Senate for the senior group of librarians only, preferably with a line drawn between junior and senior staff. There might be less opposition and readier acceptance of librarians as working partners of the faculty. Short of full membership for all librarians, this alternative might provide the best channel for the beginnings of direct participation in University affairs. It would tend to emphasize parity between faculty and librarians. Depending on the work of the present Assembly Committee, this may prove not too difficult to get off the ground. It might be considered as an immediate goal, although only a compromise.

The fourth possibility is to continue efforts to gain Academic Senate membership for all professional librarians. That this would be the ideal solution seems clear. Its principal drawback appears to be the probable greater difficulty in acceptance by the faculty.

A further possibility (not taken into account in this paper) is that recently put into effect at UC Irvine: while librarians have not been granted Senate membership, they are eligible to serve on Senate committees; committee members have the privilege of the floor, although they have no vote.

It would therefore seem best to pursue as a long-term goal membership in the Academic Senate for all librarians, confident that better salaries, privileges, workload requirements, etc., will so improve the breed that there will be no question of the desirability of such membership. It would also seem most feasible as a short-term goal to recommend that, as soon as possible, librarians of the rank of L-III and above be granted Senate membership.

In view of past disasters, it also seems wise to recommend that the committee on which Miss Darling sits be carefully watched, and that its recommendations, if at all compatible with our interests, be pursued and not allowed to sink. This committee, named the Special Ad Hoc Committee to Study the Desirability of Including Librarians in Senate Membership, submitted its report to the Senate's Committee on Budget and Interdivisional Relations for its consideration at its May or June meeting. Recognition was made in the Committee's report of the importance Senate membership has to the majority of librarians, but no clear-cut recommendation was made.

It was suggested that, if librarians were admitted to the Senate, Librarians III and above--or even Librarians II and above--might be made members.

Faculty Rank

Money talks, and the institutions with full faculty status including rank in general do better in this regard than those without. The problem boils down to whether faculty status equals faculty pay rates or just empty titles, and whether better salaries can be had without assuming new titles. If the sole possibility of insuring the establishment and maintenance of parity between librarians and faculty is to assume faculty titles, this may be the only course to pursue.

Retaining our own more descriptive and distinctive titles seems far more preferable to taking on what may be a misleading and artificial series based on strictly teaching functions. It also seems that the rank and file of the present staff do not necessarily want the titles and see them as a means to better salaries and privileges rather than as an end in themselves. There is also a strong possibility that faculty members may be more jealous of their titles than of their power and privileges. They may be more willing to share the latter, and for librarians the titles might well prove a stumbling block to other goals.

A short-term recommendation in this regard is to retain the library titles but endeavor to start the beginning professional salary at the Assistant Professor level, using that as a base for a salary structure which would reflect the needs of the Librarian series. A long-term goal is a nebulous one, perhaps simply that professional librarians and their work will be of such caliber that there will be no need and no reason to borrow titles from another group or to let the initial salaries of another group hold down those of librarians.

Working Paper No.2 of the Library Council's Subcommittee on Personnel specifies an adjustment in the titles of the Librarian series which would offer a close parallel to the faculty series. Under this plan, now close to approval, there would be four ranks for librarians instead of the present five, with the titles Junior Librarian, Assistant Librarian, Associate Librarian, and Librarian. A task force at UC Berkeley has prepared a study of Working Paper No.2 intended for distribution in June, 1969, to the staff there.

WHAT HAPPENS TO THE INCUMBENT PROFESSIONAL LIBRARIAN WHEN FACULTY STATUS IS ACHIEVED?

Eleanore Friedgood

In combing the literature to see how academic institutions which have already attained faculty status have dealt with the problem of their incumbents, I found very little that was specific to the theme. I did find, however, that this national ferment concerning the academic recognition of the librarian has been brewing very slowly for almost one hundred years, and it has resulted in the achievement of this goal in an increasing number of institutions. Carl Hintz, reporting in the College and Research Libraries, sent a questionnaire to 100 major academic institutions throughout the country; he received 87 responses, 26 of which reported full faculty rank for librarians. According to their statements, criteria for rank and promotion posed no problem, since it was understood the emphasis was placed on professional competence and activity and on public service.

There is considerable diversity among the various institutions as to who gets rank, title, or status. Some, such as the universities of Kansas, Minnesota, Texas, North Carolina, Indiana, and Michigan, among others, have granted faculty rank and status to senior librarians only, or to the head librarian and his associate only. At some places there is concern for the plight of the lower echelons, and active programs of course work and special projects have been initiated as a means of giving them access to promotions.

Then there are other universities, such as Washington State, Ames, Purdue, University of Kentucky, the City University of New York, and, as of a bill passed June, 1968, the State University of New York, where the incumbents have been transferred to faculty rank and status across the board from instructor to professor, with comparable rights, privileges, and salaries. There may be some diversity here, too, as to what comprises "rights and privileges" for librarians, but, on the whole, they seem to fall in line with those of the faculty. So far, the one item I find requested but not yet granted is a nine-month academic year for librarians.

When the new hierarchy is established, how do the incumbent librarians stand in competition with the new professionals with additional qualifications? The proposal suggested by CURLS reads as follows: "Librarians presently employed shall receive the benefits and discharge the duties appropriate to their rank. All promotions made subsequent to the granting of full academic recognition to the librarians shall be subject to the new requirements. No librarian, currently employed, shall be demoted or suffer loss of annual income through application of the new standards." I should like to see that proposal emended in part to read "All promotions made subsequent to the granting of full academic recognition ... shall be

subject to the new requirements or to the equivalents thereof." Many distinguished librarians throughout the country come from library school programs which granted a certificate rather than a Master's degree. Their professional and technical expertise, their individual merit, and their contributions to the library in the jobs they have performed should be equated with the higher degrees and specializations which will be required henceforth, and they should not be required to take courses and create projects to prove themselves. On the other hand, every possible opportunity and encouragement should be given those incumbents who wish to go on to further study.

For the library administration the situation is not as distressing as it is to the incumbent, since time and the natural attrition of retirements and resignations will eliminate the problem. But for those librarians who have some years of their careers ahead of them before retirement, there are several major points to be considered on their behalf: first, security of their jobs; second, the opportunity to engage in further study or research; and third, recognition of professional competence gained through practical experience as an equivalent of higher degrees.

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APPENDIX I

COLLEGE, UNIVERSITY AND RESEARCH LIBRARY SECTION, CLA

AD HOC COMMITTEE ON ACADEMIC STATUS

POSITION PAPER ON STATUS AND BENEFITS FOR LIBRARIANS IN CALIFORNIA'S COLLEGES AND UNIVERSITIES

Preamble. California's academic librarians are responsible for the development of our college and university libraries, essential elements in the implementation of higher educational policies and programs. In order to fulfill their responsibilities and achieve their objectives, librarians must attain full faculty status. Academic recognition embodies the benefits, privileges and general responsibilities and obligations of the faculty, of which librarians are a part.

I. Faculty Rank. Academic librarians shall have full faculty status with ranks appropriate to their backgrounds and assignments.

II. Salary. Librarians shall receive the same salaries for an academic year as do other faculty members in the same ranks. Where librarians are offered 12 months appointments, their salaries will be adjusted on the same basis as other faculty members.

III. Staff Composition. Librarians shall be given professional assignments only. A supporting staff of sufficient size and competence shall be retained to perform tasks which do not require professional training.

IV. Workload Requirements. The scheduled workload of librarians shall include time for independent research and other professional activities.

V. Sabbatical Leaves and Other Leaves. Librarians shall be eligible for sabbatical and special leaves.

VI. Security of Employment. Librarians shall be eligible for tenure. Tenured librarians shall participate in the tenure process. In the period before tenure is granted, employment shall be on a contractual basis.

VII. Appointments and Promotions. Minimum academic qualifications for beginning grades of librarians shall be a master's degree granted by an accredited graduate school of librarianship, or its equivalent.

Librarians shall be eligible for appointment and promotion to higher rank on the basis of merit applying standards, criteria and procedures used for the professorial classes. The holding of academic rank shall be independent of the holding of administrative positions in the library.

The library shall receive a fair proportion of the higher academic ranks.

Qualified librarians shall be eligible to hold additional academic appointments in departments other than the library, and it shall be possible for qualified members of other departments to be given appointments in the library.

VIII. Access to Grants, Fellowships and Research Funds. Librarians shall have access to grants, fellowships and research funds. Librarians shall be eligible to serve as principal investigators on extramural contracts and grants.

IX. Grievance, Appeal and Review Procedures. Librarians shall have access to the grievance, appeal and review procedures available to other faculty members.

X. Membership in the Academic Senate or Equivalent Body. Librarians shall be eligible for full membership in the Academic Senate of the institution they serve.

XI. Effect on Those Currently Employed. Librarians presently employed shall receive the benefits and discharge the duties appropriate to their rank. All promotions made subsequent to the granting of full academic recognition to the librarians shall be subject to the new requirements. No librarian, currently employed, shall be demoted or suffer loss of annual income through application of the new standards.

Adopted on 27 June 1967 in San Francisco by the CURLS Ad Hoc Committee on Academic Status.

Committee Members present and voting

Page Ackerman - UCLA
Fay Blake - UCLA
Dorothy Drake - Scripps-Claremont
Dean Galloway - Stanislaus State
Marc Gittelsohn - UC-Berkeley
Robert Knutson - USC
Loren Owings - UC-Davis
Jack Plotkin - Stanford
James Riddles - University of the Pacific
Eloyde Tovey - UC-Berkeley
Evert Volkersz - UCLA
Sister Marie Rosaire - Immaculate Heart-LA

APPENDIX II

LIBRARIANS ASSOCIATION AD HOC COMMITTEE ON
EVALUATION, PROMOTION, AND APPOINTMENT PROCEDURES

Final Report

PROPOSAL FOR THE ESTABLISHMENT OF AN ASSOCIATION COMMITTEE TO ADVISE THE UNIVERSITY LIBRARIAN ON THE APPOINTMENT, PROMOTION, AND RECLASSIFICATION OF LIBRARIANS AT UCLA

General Background

In 1962 librarians at UCLA were designated as members of the University's academic staff, but this step toward true academic status has been incomplete because personnel actions affecting librarians have continued to be handled through the Non-Academic Personnel Office. This office works within a standardized, job-oriented framework which has made it difficult adequately to recognize individual growth and achievement, and has limited advancement opportunities primarily to those who have been able to undertake larger administrative responsibilities. It has been understood that the granting of academic status to librarians implied their eventual transfer to the jurisdiction of the Academic Personnel Office which holds a totally different concept of performance evaluation. This office, which reports to the Vice-Chancellor for Academic Affairs, does not have a large staff of job analysts but depends upon review committees drawn from the academic community itself. These committees are flexibly able to evaluate colleagues in terms of their individual development, performance, and potential.

Recent discussions between the Library's administrative officers and the campus administration have indicated that the Academic Personnel Office is now prepared to place librarians fully under its jurisdiction as soon as librarians have developed a procedure for their own evaluation which is consonant with concepts applied elsewhere in the academic community. The Academic Personnel Office does not insist upon the same criteria for evaluation being applied to librarians as are applied to teaching faculty, but is quite willing that librarians should develop criteria and procedures which reflect their own special academic role. Thus it is crucial at this time to present a proposal which will satisfy these requirements.

Since its formation two years ago, the Librarians Association has given major priority to this development, in support of the objectives stated in its Bylaws (Article II, Section 2): "To facilitate consultation with, and to advise, the University Librarian on matters concerning appointments, promotions, standards, rights, privileges, and obligations of the librarians at UCLA." A preliminary committee was appointed to observe the reclassification process in the Spring of 1968 and to make recommendations for the establishment of procedures for continuing review by committee.

The recommendations of this committee were discussed in an open meeting of the Librarians Association held in November of 1968. The discussion was inconclusive at that time, however, because it was felt that procedures and criteria were not sufficiently spelled out, and a new Ad Hoc Committee on Evaluation, Promotion, and Appointment Procedures was formed to work out the proposal in greater detail. During the last several months this Committee has held a series of open meetings which have involved many of the staff in designing a proposal which would be widely acceptable to librarians and would meet the requirements of the Academic Personnel Office. A preliminary draft of this proposal was presented to the staff at two open meetings on June 10 and 11. Following these discussions the proposal was prepared in final form.

I. DESCRIPTION OF THE COMMITTEE

Purpose and Responsibility

The purpose of this Committee is to give the librarians at UCLA the means to advise the University Librarian on the appointments, promotions, and reclassifications in the librarian series before final administrative recommendations are made, thus assuring that professional as well as organizational considerations are consistently taken into account.

To ensure the full effectiveness of the review process it is essential that all librarians will serve willingly when called upon, that committee members will scrupulously respect the confidentiality of the records they examine, and that they will carry through their assignments with the greatest possible care and dispatch.

Duties

The Committee will be responsible for reviewing the records of all candidates who have been recommended for appointment, reclassification, or promotion to a higher classification, or who have been at their maximum step for a year and may be eligible for reclassification; and for submitting its recommendations to the Assistant University Librarian for Personnel.

The Committee will be concerned with appointments to the rank of L-2 step 2-6 only if there is an applicant from within the system, and will otherwise only be concerned with appointments, promotions, and reclassifications to the rank of L-3 through L-5.

Composition

The Committee will be formed as a Committee-at-Large consisting of 12 members, 3 from each rank at L-2 through L-5, and will function as divided into 4 subcommittees.

Each subcommittee will be composed of 3 members, at least 2 of

whom will be of the rank being reviewed or above; as in the following example:

	Composition	Review Levels
Subcommittee I -	L-5,5,3	L-2-3, 3-4, 4-5
II -	L-5,4,2	L-2-3, 3-4
III -	L-4,3,2	L-2-3
IV -	L-4,3,2	L-2-3

(Since L-1 is considered an intern position, promotion to L-2 does not require review)

Appointment

The Committee-at-Large will be appointed by the Executive Council of the Librarians Association from a roster of names compiled as follows:

Each year, as soon as possible after taking office in May, the Vice President of the Librarians Association will circulate a current membership list (annotated as to rank, and as to service on the Committee-at-Large within the previous three-year period) to the Chairmen of the Standing Committees of the Librarians Association. Each Standing Committee will select a total of 24 names for consideration, six names from each of the categories L-2 through L-5. The Vice President will prepare a unified list to be submitted to the Executive Council, annotated as to the number of recommendations received for each name.

Members of the Association may submit their names, or the names of others to the Vice President for service on the Committee.

The Executive Council will appoint 12 Committee members from this list, 3 members from each category L-2 through L-5.

Each member of the Committee-at-Large shall serve for a period of one year. There must be a three-year period between each term served.

The Vice President of the Librarians Association will serve as the Ex-Officio Coordinator for the Committee-at-Large. The Coordinator will be responsible for selecting the members of the subcommittees and for distributing the cases for review. Each subcommittee will select its own chairman. While the membership of the Committee-at-Large will be known to the staff, the composition of the subcommittees will be confidential.

II. CRITERIA FOR APPOINTMENTS, RECLASSIFICATIONS, AND PROMOTIONS

The University-wide "Criteria for Appointment and Promotion" are in most respects sufficiently broad and flexible so that they may be reasonably applied to librarians. Because the nature of the

library and the function which it performs, however, differ from those of departments and schools, the criteria must be modified somewhat for librarians, just as they have been for those in professional research. The only major substantive change that need be made is to replace the criterion of "teaching" with that of "librarianship." This criterion would provide a basis for evaluation in regard to those functions which are unique to librarians, just as teaching is unique to the faculty. Beyond this, since the library needs a considerable mixture of professional resources, not mainly teachers and researchers as do most departments, the remaining university criteria ("research or other creative work," "professional competence and activity," and "university and community service") should be applied where relevant without considering any one of them to be necessarily more or less important than the others. Allowing for this balancing in the application of criteria, the underlying essential attribute of librarians to be evaluated would be the same as that of faculty and other academic personnel, namely, superior professional and intellectual potential and attainment.

1. LIBRARIANSHIP: Under this criterion a librarian's performance and potential would be evaluated in regard to any of five major areas of librarianship - collection building, organizing and interpreting library resources, public service, application of analytical techniques to library operations, and administration. The committee should recognize that the contributions in each of these areas will vary considerably among librarians depending on their primary functions within the library system. Additionally, librarians would be judged in respect to consistency of performance, grasp of library methods, command of their subjects, continued growth in their fields, ability to innovate and take the initiative, ability to work effectively with others, and ability to relate their functions to the more general goals of the library and the university. Naturally, progressively higher levels of performance would be expected rank by rank.

2. PROFESSIONAL COMPETENCE AND ACTIVITY: Under this criterion the librarian's growth and potential relating to professional commitment would be evaluated in regard to activities such as the following: membership and activity in professional and scholarly organizations; participation in library and other professional meetings and conferences; progress toward the completion of programs of advanced study in relevant fields; courses taken toward improvement of language or subject knowledge; consulting or similar service; recognition of outstanding achievement or promise as evidenced by awards, fellowships, grants; teaching and lecturing; and editorial activity.

3. UNIVERSITY AND COMMUNITY SERVICE: Under this criterion recognition would be given librarians who participate effectively and imaginatively in library-wide and university affairs, and in the formation of library-wide and university policy. For example: effective participation in library administrative, Staff Association, Librarians Association, Academic Senate, and/or university administrative

committees; and, other services as librarians to community, state, and nation, as well as to the university community, would be evaluated and recognized as evidence for promotion.

4. RESEARCH AND OTHER CREATIVE WORK: The existence of research or recognized contributions in relevant fields which give evidence of a productive and creative mind should be considered in promotion. Such contributions as books, articles, book reviews, bibliographies, indexes, codifications of professional practices, and preparation of exhibits in professional or scholarly fields would be considered and evaluated. Due consideration would be given to documented research in progress.

III. DOCUMENTATION

The Committee shall have available and consider only documentation regarding the relevant criteria: performance of librarianship, professional competence and activity, university and community service, and research and other creative work. The subcommittee should be able to request amplification of any documentation.

Documents available to the Committee will be available to the candidate, with the exception of any confidential letters of recommendation.

The file will include such documents as the following, if available:

1. Department Head recommendation
2. Brief description of duties and responsibilities
3. Supporting documents:
   a. Biographical data furnished by the candidate
   b. Educational qualifications
   c. Professional activities
   d. Letters of recommendation
   e. Candidate's self-evaluation
   f. Publications
   g. University service
   h. Other relevant information

The file will not include any of the following types of material, unless specifically requested by the candidate:

1. Pre-employment records (except in the case of appointment review)
2. Personal financial data
3. Medical records
4. Police and court records
5. Records of political activity

IV. PROCEDURE FOR RECLASSIFICATIONS

1. The Assistant University Librarian for Personnel will make available the files to be considered to the Coordinator of the Committee-at-Large.

2. The Coordinator of the Committee-at-Large will assign the cases to the subcommittees. If a member of a subcommittee disqualifies himself because he believes himself unable to make an objective judgement in the particular case, or for any other reason, from reviewing a case, the Coordinator will reassign the case to another subcommittee, or will reconstitute the subcommittee.

3. The subcommittees will review the cases and submit their recommendations, with reasons, in writing to the Coordinator of the Committee-at-Large, who in turn will forward them to the Assistant University Librarian for Personnel. Recommendations will be presented as those of the Committee-at-Large, not of separate subcommittees or of individual members. The subcommittee chairman should request additional documentation, when necessary, through the Assistant University Librarian for Personnel.

4. The Assistant University Librarian for Personnel will inform the Coordinator of the Committee-at-Large (and through him the chairmen of the subcommittees) of the recommendation of the Library Administration. In cases where the recommendation of the Library Administration and that of the subcommittee differ, the subcommittee may request a meeting with the Administration with a view to resolving the differences. The Chairman of the subcommittee will reaffirm the decision of the subcommittee in any case where a difference of opinion continues to exist.

5. The University Librarian will forward the administrative recommendation, together with the written recommendation of the subcommittee, to the Vice Chancellor for his final decision.

6. The Assistant University Librarian for Personnel will inform each candidate through his department head of the action taken, with reasons in cases where the decision is negative. Any unsuccessful candidate or his department head may request a meeting with the Assistant University Librarian for Personnel and the Coordinator of the Committee-at-Large to discuss the matter.

7. All personnel records and documents relating to applicants will at all times be kept in the office of the Assistant University Librarian for Personnel.

V. PROCEDURE FOR APPOINTMENTS AND TRANSFERS (EITHER LATERAL OR PROMOTIONAL)

1. Adequate procedures for notification of availability of employment opportunities within the academic librarian series shall be specified in Administrative Memos - Personnel.

2. After each applicant for a specific opening has been interviewed by the appropriate library officers, the Assistant University

Librarian for Personnel will send the names of the candidates to the Coordinator of the Committee-at-Large, together with the recommendation of the department head concerned.

3. The Coordinator will assign the case to an appropriate subcommittee.

4. The subcommittee will review each candidate's qualifications with consideration based on available documentation, and applying appropriate criteria. The subcommittee chairman should request additional documentation, when necessary, through the Assistant University Librarian for Personnel.

5. The Chairman of the subcommittee will send its confidential recommendation, with reasons, in writing to the Coordinator of the Committee-at-Large, who in turn will forward it to the Assistant University Librarian for Personnel. Recommendations will be presented as those of the Committee-at-Large, not of separate subcommittees or of individual members.

6. The foregoing procedures will be carried through expeditiously.

7. The Assistant University Librarian for Personnel will inform the Coordinator of the Committee-at-Large (and through him the chairman of the subcommittee) of the candidate selected together with reasons. In cases where the choice of the library officers and that of the subcommittee differs, the subcommittee may request a meeting with the appropriate library officers with a view to resolving the differences. The chairman of the subcommittee will reaffirm the decision of the committee in any case where a difference of opinion continues to exist.

8. The University Librarian will forward the administrative decision, together with the written recommendation of the subcommittee, to the Vice Chancellor for his final decision.

9. The Assistant University Librarian for Personnel and the Coordinator of the Committee-at-Large will meet with each candidate from within the library system, who was not selected, and inform him of the reasons.

10. All personnel records and documents relating to applicants will at all times be kept in the office of the Assistant University Librarian for Personnel.

APPENDIX III

REPORT OF THE AD HOC COMMITTEE ON THE OBLIGATIONS OF LIBRARIANS AT UCLA

As librarians we subscribe to the principles embodied in the Library Bill of Rights and are committed to making knowledge fully and freely available. The art and science of librarianship must advance daily if we are to give the best service possible, and it is our duty to participate actively in this development.

As librarians in an academic community we are aware that we play an important part in the total growth and development of the University and that we have special responsibilities:

> To perform, according to our individual capabilities, in developing librarianship and participating in the library community.
>
> To make the Library a meaningful part of the student's education during his years at the University and throughout his entire life.
>
> To maintain and raise the University's standard of excellence by providing rich bibliographical resources and knowledgeable assistance to faculty and visiting scholars.
>
> To support the University's plan to provide new educational opportunities for disadvantaged citizens.
>
> To participate in the University's search for relevance in our changing world by making the Library a dynamic force in society.

Successful library service is a community effort and can only be achieved by free communication and active cooperation between faculty, staff, and students.